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ABSTRACT

A study isolated and examined the words most frequently used by voluntary organizations in Atlantic Canada to describe their goals (what), learning objectives and activities (how), and conditions (who/for whom). Research methodology involved (1) administering a questionnaire for identification of goals, learning objectives and activities, and conditions to 3,040 organizations (628 responses), (2) tabulating and ordering eighty descriptive words which were prepared as a checklist, and (3) distributing this questionnaire to 2,050 organizations (953 responses) for similar tabulation of responses. While not definitive, an interesting correlation between each of three pairs of goal categories--recreation and culture, human resources and economic development, and social welfare and health--was indicated. Each was chosen as the second goal of the other. There was also a degree of commonality in each pair's objectives, activities, and conditions. The placement of groupings within the who/whom condition suggests that voluntary associations carry out beneficial activities for not only their membership but also other dissimilar people. Voluntary organizations appeared to identify with their nonformal learning role and were actively pursuing their goals through the planning, coordinating, and evaluating of learning experiences and short courses. (Tables and questionnaires are appended.) (YLB)

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A TAXONOMY OF VOLUNTARY ASSOCIATIONS IN ATLANTIC CANADA

by

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BACKGROUND

For three years students and faculty in the Department of Adult Education, at Saint Francis Xavier University, have been collecting data on voluntary organizations in the Atlantic Region of Canada. As the number of organizations increased there appeared to be a pattern in their descriptions. While it seemed that all organizations used certain words in a general descriptive way, particular types of organizations used other words more specifically. As the number of organizations cataloged increased the need to clarify these apparent patterns became manifest.

PURPOSE

The purpose of this study, then, is to isolate and examine the words most frequently used by voluntary organizations to describe their Goals, Learning Objectives and Activities, and Conditions.

PROBLEM

Over the past two decades educators and social planners have focussed increasing attention on the other-than-formal aspects of human learning. This is due, in part, to the population bulge moving from school age to work and older ages. It is also due to the information explosion which is necessitating a continuous re-education of humans in order that they might function effectively in a changing world.

Adult learning, is limited in this study to that developmental learning which takes place in non-formal educational environments.

A nation such as Canada, due to its geo-political, cultural, and socio-economic structures, is singularly dependent upon the regional and community effort of its people to overcome problems and to create the dynamic interaction requisite for successful human development. The region which is the object of this inquiry is Atlantic Canada: New Brunswick, Prince Edward Island, Nova Scotia and Newfoundland.

HYPOTHESIS

The structured hypothesis for this investigation seeks to correlate the goals (what) with the learning objectives and activities (how), and ultimately with the

condition (who). It is stated as follows:

> If voluntary organizations have a common goal statement, then their objectives, activities and conditions can be described descretely.

THEORETICAL CONSIDERATIONS AND LITERATURE

The importance of voluntary organizations to the successful development of communities and regions has been recognized by social scientists; at the same time educationists and social philosophers have pointed to various non-formal educational strategies as being effective in changing adult behavior. The various strands of literature usefully combine when examining humans in their social environments.

Individuals with Common Unity

A preliminary definition of community is a cluster of human beings with some common unity. Such a definition encompasses virtually all types of human groupings which function within a of society. Of course, much is left unsaid. The creation of community is the first result of a human's inability to solve a problem, or satisfy a need, alone. Humans join together in community as a direct response to some sensed need that can not be satiated unless two or more people work at solving the problem, what ever it may be, together ... in unity.

Such a problem solving centered description of community is essential to an understanding of the unitary function of community associations. Examining any association at any point in time will show that its underlying bond is essentially that of problem solving. Indeed the more difficult the problem to solve, the stronger the bond. Problems do not need to be critical nor difficult nor important, but they do need to represent some situation or circumstance that can be most expeditiously resolved by two or more humans associated in a common unity.

Multilinear Development

Stewart (1955) theorizes that the cultural development of people is necessarily multilinear and that communities evolve as a process of adaptation to their singular environment. The variance with other cultures is relative to its cultural ecology; that is, the particular conditions & needs of a community.

Need for Associations

McMahon (1970) states that the premise that collective action is an efficient & effective way for individuals to solve problems within communities. Ross (1955) supports this view when he writes that the individual, through concerted activity with other individuals, may be able to influence the events which shape his environment only through developing meaningful functioning community organizations. Similarly Harper & Durham (1959) say that "community organization ... is a method or process of effecting change." Schaller (1966) follows by saying that it "is also a process through which problems are identified & solutions are developed."

Melvin (1979) defines a community as an area or place where a group of people work, live, play & have their being; community can be described as social or as functional systems. In order for the dynamics of community development to transpire people, working through organizations (functional institutions), will act.

Development of Community Associations

Community associations undoubtedly have the longest history, albeit unknown, of collective enterprise undertaken by human kind. All existing social institutions found today were community voluntary groupings at their inception.

The unique character of an association is the result of the interplay of geo-political, socio-economic and psycho-cultural variables that influence the community generally, and evoke a particular response by an associated collectivity within it. Similarly, the associations of a community are drawn together when confronted with a multiple application of the variables causing a dissonance within several collectivities. The variations between associations become diffuse to the degree necessary for commonality within the community, in order to effectively respond to the variables which threaten, or which create a problem, for the entire community. Such a unity dissipates with the solution to the problem. In defining an association King (1956) states that it is "a group venture extending beyond ... a single event and involving a systematic effort to inaugurate changes in thought, behavior & social relationships."

Ingalls (1979) views organizations as "living systems" (organisms) that can be characterized by their aliveness and attention to the processes of growth.

MacIver (1917 cited in Bramson, 1970) defines an association as:

> ...an organization of social beings (or a body of social beings as organized) for the pursuit of some common interest or interests. It is a determined social unity built upon common purpose. Every end which men seek is more easily attained for all when all whom it concerns unite to seek it, when they cooperate in seeking it. Thus you may have an association corresponding to every possible interest of social beings.

Finally, White & Lippitt (1960) suggest that voluntary organizations function to provide procedures for:

- Participation
- Coordination, linkage & conflict resolution
- Planning
- Internal & external diagnostic fact finding
- Testing new patterns
- Dissemination of new resources
- Identification & utilization of human resources
- Continuous Education & re-education

and they are one of the most effective institutional structures to meet the:

- Accelerated change in human condition
- Explosion in expectations & demand for a better life
- Pressure of a complex & "mass" society which threaten impotence & depersonalization
- Need to clarify & actualize values
- Trend toward human service economy rather than thing-production
- Demographic shift to youth

Function of Voluntary Associations

Voluntary associations function in the community in a variety of important ways. They are a mechanism for social stratification on the one hand and social mobility on the other. As members of a community identify their wants and needs there is a propensity to group accordingly. Similarly, as group needs emerge, those individuals possessing the resources requisite for problem solving together with those who are facing the need to solve the problem will tend to jointly address the situation which provoked the unity.

Community life requires the active participation of individuals within associations in order to optimize the creative interaction released in a dynamic, but orderly, manner. Communities create their history by successfully learning to solve its problems through the creative action of its associations.

Groupings

Adult non-formal education flourishes within carefully structured environments that Ross (1955) divides into single goal or "specific content" groups, community goal, or "general content" groups, and finally process oriented groups.

While MacIver (1917) divides specialized associations into secondary, intermediate & primary, groups as follows:

SECONDARY Economic (Type form: Business. Industrial, financial & agricultural organizations; occupational & professional associations; protective & insurance societies; charity & philanthropic societies).

SECONDARY Political (Type form: State. Municipal & other territorial divisions of the state; parties, lobbies, propogandist groups).

SECONDARY Technological (Associations for technical research, and for the solution of practical problems of many kinds).

INTERMEDIATE Educational (Type form: School. Colleges, universities, study groups, reformatories, etc.)

PRIMARY Social Intercourse (Type form: Club. Various organizations ostensibly for the pursuit of other interests)

PRIMARY Health & Recreation (Hospitals, clinics, etc.; Associations for sports, games, dancing, gymnastics & other exercises, for diversion & amusement).

PRIMARY Sex & Reproduction (Type form: Family).

PRIMARY Religion (Type form: Church. Religious propagandist associations, monastaries, etc).

PRIMARY Aesthic interests (Corresponding associations in art, music, literature, etc.).

PRIMARY Science & Philosophy (Learned societies).

Although MacIver's listing is dated and would be undoubtedly restructured today, the universe encompassed is still a relevant description of the types of groupings that exist in society.

Focusing more specifically on voluntary groups Schindler-Rainman & Lippitt (1970) categorize them according to sectors, functions, & exclusion:

Sector: public agencies, privately financed agencies &/or organizations, extra-establishment efforts.

Community function: recreation leisure time, cultural, educational, economic, political, welfare, religious,

health, social control, mass communications, physical, geographic or ecological.
Exclusion: elders, non-joiners, men, minorities, uneducated, poor, rural persons, young adults & youth, non-conformists, physically & mentally handicapped, institutionalized, blue collar.

Voluntary community associations can be categorized in a variety of conventional ways: by goals, by learning objectives and activities, by organizational structure, and by conditions (relationships, sex, age, for who, by whom, and geography).

The most useful way to describe associations is by their goals. Human endeavor to ensure the continuation of community life include development of culture, leisure, learning, economic, social welfare, and health goals. Under these major headings large numbers of associations readily cluster.

Voluntary associations can further be described by their learning objectives and activities. The objectives can be divided into communications (information research and dissemination, advocacy, demonstration, counselling and advisement, and research), process development (planning, coordinating and evaluating; teaching, facilitating, training, rehabilitating and assisting) and regulation (certification, examination and competition) types. Its activities generally take place within meetings (business, short courses, workshops, seminars and clinics).

The organizational structure of voluntary associations provides another manner of sorting collectivities. The degree to which a group is organized is often reflected in their denomination: clubs, associations and societies representing formally organized collectivities; federations and councils being collections of similar or dissimilar associations. Still another clustering of individuals is in assemblies; these often take the form of committees, commissions, conferences and conventions, or within another context as festivals, folk days (weeks) or concerts. And a final clustering of individuals is in physical structures called centres, bureaus and institutes; these associations reflect, in part, their physical environment.

A final ordering of associations relates to the conditions that limit the accessibilty of benefit, be it through membership or through recipient eligibility. Sometimes the proscription is sexual (male, female), or because of age (youth, elderly), or physiological (infirm, physically or mentally disabled), or economic (primary producers, business persons, profesionals, artisans, poor),

or ethnocultural (black, native, minority Eurasian), or cultural (artists, performers, writers), or recreational (athletes, sportspersons) or activists (environmentalists, naturalists, citizens), or service workers (educators, social and community service).

Grouping associations in these various ways permits an examination of the various correlations that exist between them, and thereby allow for a more precise description of their role in learning.

Learning

We can readily see the functioning of community associations in traditional cultures where humans who live within the same geographical area have carefully prescribed learning (behavior, attitude, knowledge) that they must assimilate in order to assure the continuance of the community. Similarly, there are numerous proscribed learning that are considered detrimental to the successful functioning of the community as it seeks to meet its needs and achieve its goals.

Within a community it is essential for human behavior patterns to be normalized amongst its members. Behaviors being the overt acts of humans which are essential to the well being of the collectivity. These behaviors are learned within informal, non-formal and formal environments, and they are continually developing to meet changing community needs.

All overt behavior is centered on covert attitudes that in themselves are a functioning of psychologically defined inherited and enculturated variables. While rudimentary behavior is not attitudinally bound, its practice over time causes an attitude to form, which eventually dominates the behavior.

The body of information related to human collective development, its vocabulary, history, environment and protocols, form the basis of the common knowledge essential to effective communication within a community or its associations.

The non-formal learning then of any given community can be described in part as the praxis of its associations' behaviors, attitudes and knowledge.

Lifelong Learning

In an educational context there has emerged a considerable literature on lifelong adult learning. Faure (1972) clearly focuses on the learner's need for "greater & greater freedom, as he matures, to decide for himself what he wants to learn and how & when he wants to learn it."

Tyler (cited in Carter, 1976) postulates and has so since 1931, that experience (broadly defined) is the only teacher and that motivation to enter into the experience as well as satisfaction from the experience are essential elements for adult learning.

Illich (1971 cited in Srinivasan, 1977) envisioned deschooled education as being a place "where the learner will establish new relationships with his environment and choose what, from who and when he wants to learn." Rogers (1965) suggests a parallel:

> If in therapy it is possible to rely upon the capacity of a client to deal constructively with his life situation, and if the therapist's aim is best directed toward releasing that capacity, then why not apply this method to teaching ? If the creation of an atmosphere of acceptance, understanding & respect is the most effective basis for facilitating the learning called therapy, then might it not be the basis for the learning called education ?

Tough more recently (1979) describes adult's deliberate efforts at learning, changing, growing with most of these projects falling into the categories of "self planned" or "group learning" activities.

In a more militant way Freire, (1973 cited in Srinivasan, 1977) declares that learners "be liberated from oppresion of the traditional teacher by looking critically at their own social situation in order to take steps to change the society."

Maslow (1971, cited in Srinivasan, 1977) suggests from a social psychological viewpoint, that human "inner growth encourages exploring, experiencing, choosing, enjoying, transforming & doing. Positive action is thus an expression of positive perceptions & feelings." Knowles (1971) postulates that "the underlying assumption in andragogy is that the adult learner has a deep psychological need not only to be self-directing but also to be perceived by others as being self-directing." And finally, Skinner (1971) has found that behavior is the observable manifestation of feelings, attitudes, intentions & ideas that result from human interaction with his environment.

However, he cautions educationists not to ignore the forces of the environment: "to refuse to contol is to leave control not to the person (learner) himself but to other parts of the social & non-social environment."

Non-Formal Education

Since Coombs (1968) first coined the term "non-formal education" a considerable literature has emerged which attempts to describe a kind of educational endeavor that operates somewhere between the formal & the informal.

Kleis & Associates (1973) contextually define non-formal education as:

> ...any intentional & systematic educational enterprise (usually outside traditional schooling) in which content, media, time units, admission criteria, staff, facilities & other systems components are selected and/or adapted for particular students, populations or situations in order to maximize attainment of the learning mission & minimize maintenance contraints of the system.

Srinivasan (1977) points to the efficacy of non-formal educational environments when stating that the non-formal learner:

> Accepts new ideas when they are in a context of priorities & interrelated with other important segments of their lives.
> Learns more effectively when there is a strong motivation to learn.
> Participates in learning that requires his ability to clarify value positions, discern cause-effect relationships, make considered judgements & take responsibility for action.
> Exercises the ability to select options only within his cultural & social milieu.
> Turns to people as his major resource.

Grandstaff (1974) offers a complex typology that includes:

> Cultural realms (techno-economic-social-ideological)
> Educational types (enculturation-skill & knowledge transfer)
> Evolutionary stages (primitive-traditional-modern)

and suggests that non-formal education is more concentrated in primative & traditional stages of development, while formal is more apparent in the modern stage.

Ward (1973) suggests that there are seven promises, or advantages, in non-formal education for its practioners &

leaders.

A more effective approach to solving certain problems of education for national development & individual growth.

Its education is functional & practical, i.e. related to the life-needs of its people.

It maintains a cost effective consciousness.

Innovativeness, the mentality that looks for new, renewed or rejuvenated approaches to old problems.

[It] offers a more eclectic, multi-disciplinary approach to the problem of development in a country.

It produces short-term effects as well as long-term ones.

[It] assists in decision-making.

[It] provides a more rapid & immediate measure of effectiveness of instructional design.

A final definition, found in THE PROGRAM OF STUDIES IN NON-FORMAL EDUCATION, (1973) has the four following elements:

Non-formal (educational) efforts are outside the formalized, hierarchical structures of the graded school system.

Non-formal education is a deliberately planned educational effort, having identifiable sponsorship, goals & programs. It is not "incidental" or "informal".

The "non-formality" of an educational effort is taken to reside in its location, sponsorship & administration, but not in either its purposes, its pedagogical character or its credentialling status.

Those educational efforts that have identifiable developmental purposes related to the contextual setting in which they take place can be defined ... as "non-formal education for development".

This review of the literature has touched on four aspects of voluntary organizations: their role in community & regional cultural development, their role in human problem solving, their taxonomy & their educative function. Though the review is brief, the literature suggests the important role which groups & associations play, or can play, in the non-formal learning experience of people within a community.

METHODOLOGY

The methodology followed was that found in Round One and Two of Delphi. To a universe of 3040 organizations an open-ended questionaire was administered asking the respondents to identify their organizational goals, learning objectives and activities, and conditions. The questionaire allowed for non-directive and indiscriminant answers. There

were 628 responses constituting sample 1. A vocabulary of 80 descriptive words was tabulated and ordered according to a Chi Square test of significance. These words, grouped according to goals, learning objectives and activities, and conditions, were then prepared as a check-list and distributed to a refined universe of 2050 organizations including the 628 respondents. To this second questionaire there were 953 responses constituting sample 2. The vocabulary as checked by the respondents was treated as before.

The limitations in this methodology are those inherent in the Delphi approach.

DISCUSSION

From the original (1979) listing of 120 descriptive words (see Table 4) a total of 66 words were identified as being descriptive of the goals, learning objectives and activities, and conditions of the sample; 33 were statistically significant (<.001). Of these 6 were goals, 7 were learning objectives, 5 were learning activities, and 15 were conditions (see Table 3). A composite of the most frequently used words makes a useful description.

Voluntary organizations in Atlantic Canada whose goals emphasize:
- Recreation,
- Culture,
- Human Resources Development,
- Economic Development,
- Social Welfare,
- and Health;

have learning objectives that include:
- Information Dissemination,
- Training,
- Planning/Coordination/Evaluation,
- Counselling,
- Advocacy,
- Rehabilitation,
- and Demonstration;

conduct learning activities that centre around:
- Learning Experiences,
- Short Courses,
- and Competitions;

whose membership is composed primarily of:
- Adults irrespective of sex,
- Business and Professional Persons,
- and Primary Producers,

for the benefit of themselves and/or:
- Youth,
- Elderly,

Sportspersons,
Needy,
Physically/Mentally Disabled,
Ethnoculturalists,
and Victims.

When each of the six goals is isolated very particular descriptions emerge which suggest different learning environments.

Cultural

Voluntary associations in Atlantic Canada whose goal is primarily cultural also emphasize:
Recreation;
have learning objectives that include:
Planning, Coordinating and Evaluating,
Training,
Research,
and Demonstration;
conduct activities that centre around:
Learning Experiences,
and Competitions;
whose membership is composed primarily of:
Ethnoculturalists,
Youth,
and the Elderly;
for themselves and/or:
Physically and Mentally Disabled,
Professional Persons,
and Primary Producers,

Recreation

Voluntary associations in Atlantic Canada whose goal is primarily recreational also emphasize:
Culture;
have learning objectives that include:
Training,
Planning, Coordinating and Evaluating,
Demonstration,
and Regulation;
conduct activities that centre around:
Learning Experiences,
Short Courses,
and Competitions;
whose membership is composed primarily of:
Ethnoculturalists,
Youth,
Victims,
Sportspersons,
Elderly,
and Physically Disabled;

for themselves and/or:
Male and Female Adults,
Primary Producers,
Business Persons,
and Environmentalists;

Human Resources Development

Voluntary associations in Atlantic Canada whose goal is primarily Human Resources Development also emphasize:
Economic Development;
have learning objectives that include:
Training,
Planning, Coordinating and Evaluating
Counselling,
and Advocacy;
conduct activities that centre around:
Learning Experiences,
Short Courses;
whose membership is composed primarily of:
Business Persons,
Ethnoculturists,
Victims,
and Primary Producers;
for the benefit of themselves and/or:
Youth,
Elderly,
Sportspersons,
Mentally Disabled,
and Needy Persons;

Economic Development

Voluntary associations in Atlantic Canada whose goal is primarily Economic Development also emphasize:
Human Resources Development;
have learning objectives that include:
Planning, Coordinating and Evaluating,
Advocacy,
and Research;
conduct activities that centre around:
Learning Experiences,
and Short Courses;
whose membership is composed primarily of:
Professional Persons,
for the benefit of themselves and/or:
Elderly,
Business Persons,
Victims,
Primary Producers,
Environmentalists,
and Mentally Disabled;

Social Welfare

Voluntary associations in Atlantic Canada whose goal is primarily Social Welfare also emphasize:
    Health;
have learning objectives that include:
    Rehabilitation,
    Counselling,
    and Advocacy;
conduct activities that centre around:
    Learning Experiences,
    and Short Courses;
whose membership is composed primarily of:
    Primary Producers,
    Elderly,
    Business Persons,
    Victims,
    Ethnoculturalists,
    Needy,
    and Environmentalists;
for the benefit of themselves and/or:
    Youth,
    Physically Disabled,
    Sportspersons,
    and Ethnoculturalists;

Health

Voluntary associations in Atlantic Canada whose goal is primarily health also emphasize:
    Social Welfare;
have learning objectives that include:
    Counselling,
    Research,
    and Rehabilitation;
conduct activities that centre around:
    Short Courses,
    and Learning Experiences;
whose membership is composed primarily of:
    Environmentalists,
    Primary Producers,
    Sportspersons,
    Youth,
    Physically Disabled,
    Victims,
    Elderly,
    and Business Persons;
for the benefit of themselves and/or:
    Mentally and Physically Disabled,
    and the Needy.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study suggest that voluntary associations can be usefully described both in general and descrete terms. Ordered descriptions, such as those made in this Delphi Round Two, highlight both the common elements and the differences amongst voluntary associations and their non-formal learning programs.

While not definitive, there exists an interesting correlation between each of three pair of goal categories:

Recreation and Culture,
Human Resources and Economic Development,
and Social Welfare and Health.

Each was chosen as the second goal of the other; similarily there was a degree of commonality in each pairs objectives, activities and conditions (see Table 2).

Another interesting result is the placement of groupings within the who/whom condition; suggesting that voluntary associations not only carry out beneficial activities for their membership, but also clearly seek to share that benefit with other dissimilar people (see Table 3).

Finally, the responses to Round Two indicate that voluntary associations identify with their non-formal learning role, and appear to be actively pursuing their goals through the planning, coordinating and evaluating of learning experiences and short courses which include training (and rehabilitation), counselling, demonstration (and competition), research and public advocacy activities within the constraints of their conditions (see Tables 6-10).

It is essential to take these findings back to the participating associations to confirm the data. Of particular interest are a rank ordering of the various descriptor terms and an analysis of the learning terminology (objectives and activities); such would correspond to Round Three of a Delphi study.

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TABLE 1

GOALS (choice of two)		
Recreation	34.38	
Human Resources Devel.	33.33	
Social Service/Welfare	23.68	
Culture	22.85	
Health	19.50	
Economic Development	13.42	
LEARNING OBJECTIVES (choice of three)		
Information Dissemination	55.77	
Training	45.28	
Planning/Coord/Evaluating	32.70	
Assistance	32.29	
Demonstration	26.62	
Counselling	19.50	
Advocacy	14.26	
Resulation, Certification	12.16	
Research	12.16	
Rehabilitation	11.74	
LEARNING ACTIVITIES (choice of three)		
Meetings	72.54	
Experiences	61.43	
Short Courses	48.22	
Fund Raising	30.82	
Publications	21.80	
Tournaments	15.30	
Examinations	3.77	
CONDITION: WHO/WHOM (open choice)		
Mixed Adults	63.00	60.00
Male Adults	58.00	55.00
Female Adults	56.00	52.00
Youth	51.00	61.00
Elderly	41.00	47.00
Service Workers	39.00	35.00
Business Persons	37.00	28.00
Professionals	36.00	27.00
Sports Persons	29.00	33.00
H R D Workers	27.00	24.00
Primary Producers	24.00	25.00
Religious-affiliated Persons	20.00	17.00
Needy Persons	18.00	36.00
Physically Disabled	17.00	29.00
Ethnoculturists	17.00	22.00
Artisans	16.00	16.00
Artists	13.00	14.00
Environmentalists	13.00	15.00
Mentally Disabled	12.00	25.00
Infirm	7.00	17.00
Offenders	6.00	11.00
Victims	5.00	15.00

TABLE 2.1

	Recreation	Rec/Cul (Merged)	Culture
OBJECTIVES			
	Regulate	Train Plan, Coord., Eval. Demonstrate	Research
ACTIVITIES			
	Short Courses	Competitions Experiences	
CONDITIONS BY			
	Sportspersons Victims	Youth Elderly Ethnoculturists Physically Disabled	
CONDITIONS FOR			
	Male Adult Female Adult Environmentalists Business Persons Sportspersons	Ethnoculturists Primary Producers Physically Disabled	Elderly Professionals Mentally Disabled

TABLE 2.2

	Human R. Development	HRD/Econ (Merged)	Economic Development
OBJECTIVES			
	Train	Plan/Coord/Eval	
	Counsel	Advocate	Research
ACTIVITIES			
		Experiences	
		Short Courses	
CONDITIONS BY			
	Ethnoculturists	Business Persons	Professionals
		Physically Disabled	
		Victims	
		Primary Producers	
CONDITIONS FOR			
	Male Adults	Primary Producers	Business Persons
	Needy	Elderly	Victims
	Youth	Professionals	Environmentalist
	Sportspersons	Mentally Disabled	

TABLE 2.3

	Social Welfare	SW/Health (Merged)	Health
OBJECTIVE	Advocacy	Rehabilitation Counsel	Research
ACTIVITIES		Experiences Short Courses	
CONDITIONS BY	Ethnoculturists Environmentalists Needy	Primary Producers Physically Disabled Victims Elderly Business Persons	Environmentalists Professionals Sportspersons Youth
CONDITIONS FOR	Ethnoculturists	Sportspersons Physically Disabled Youth Needy	Elderly Mentally Disabled Victims

TABLE 3

STATISTICALLY SIGNIFICANT

	Objectives	Activities	By	For
Recreation	Training Demonstration	Experience Competitions	Youth Sportspersons (Social Workers) (HR Workers)	Male Adults Female Adults Environmentalists
Culture	Demonstration	Experiences	(Social Workers)	
HRD	Training Plan,Coord,Eval	Short Courses	Business Persons Ethnoculturists	(HR Workers) Mentally Disabled
Economic	Information Diss. Plan,Coord,Eval		Professionals	
Social Welfare and Health	Counselling Advocacy Rehabilitation	Experiences	Primary Producers	Youth Sportspersons Needy Persons Physically Disabled Ethnoculturists (Social Workers)

TABLE 4

EXCLUSIONS

1980	1979
Regulation	Teaching
Assistance	Exhibition
Meetings	Performance
Publications	Benevolent
Fund Raising	Fraternal
Mixed Adults	Development
Social Service Workers	Group
HR Workers	Council
Religious affiliated persons	Centre
Artisans	Fund
Artists	Project
Infirm	Gathering
Offenders	Family
	Writ 3
	Performers
	Craftsmen
	Members
	Students
	Cooperators
	Activists
	Neighbors
	Veterans
	Handicapped
	Animal Husbands
	Agriculturists
	Catholic
	Protestant
	Clinics
	Examinations
	Certification
	Interfaith
	Eccumenical
	Acculturation
	Enculturation
	Seminars
	Workshops
	Blacks
	Native
	Non-status
	Ethnic European
	Ethnic Asiatic

TABLE 5

VOCABULARY TO BE EXAMINED IN THE 1981 SURVEY

	.001	.01
GOALS		
	Recreation	Social Welfare
	Culture	Health
	Human Resources	
	Economic	
OBJECTIVES		
	Information Dissemination	Research
	Training	
	Planning, Coordinating, Evaluating	
	Demonstrating	
	Counselling	
	Advocating	
	Rehabilitating	
EXPERIENCES		
	Learning Activities	Meetings
	Short Courses	Publications
	Competitions	

CONDITIONS	BY/FOR			BY/FOR
Male Adult	*		Victims	*
Female Adult	*		Mixed Adults	*
Youth	*	*	Elderly	*
Business Persons	*			
Professionals	*			
Sportspersons	*	*		
Primary Producers	*			
Needy Persons	*			
Physically Disabled	*	*		
Mentally Disabled		*		
Environmentalists	*	*		
Ethnoculturists	*	*		

TABLE 6

GOAL	n	%	x2	df	p
CULTURE	109	23			
Recreation	78	35	22.7460	1	.0000
Human RD	33	15	14.5777	1	.0004
Economic	06	06	18.4304	1	.0001
S/S/Welfare	10	07	31.7921	1	.0000
Health	03	02	40.3368	1	.0000
OBJECTIVES					
Information	94	26	01.4357	1	.2290
Regulation	08	11	08.4268	1	.0041
Training	85	27	03.2527	1	.0679
Demonstration	82	43	55.1784	1	.0000
Planning	58	26			
Research	28	33	04.5570	1	.0310
Counselling	12	09	21.5468	1	.0000
Rehabilitation	04	05	16.0624	1	.0002
Assistance	41	20	02.9096	1	.0844
Advocacy	06	07			
ACTIVITIES					
Meetings	123	25	02.4958	1	.1103
Experience	117	28	12.7283	1	.0007
Competitions	28	24	00.0128	1	.9059
Short Course	72	23	00.6179	1	.5620
Fund Raising	52	26	00.5576	1	.5379
Publications	34	24	00.0139	1	.9019
BY					
Male Adult	80	21	03.4207	1	.0612
Female Adult	96	26	01.4875	1	.2205
Mix Adults	103	25	00.4809	1	.5046
Elderly	75	29	06.2961	1	.0118
Youth	96	29	08.6169	1	.0038
Athletes	45	23	00.1792	1	.6759
Social Worker	129	69	293.5308	1	.0000
Human r d w	61	30	06.1098	1	.0130
Bus Persons	39	17	09.7807	1	.0022
Professionals	16	13	10.5815	1	.0016
Farmers	14	09			
Environmental	12	10	15.0762	1	.0003
Underpriviledged	13	25	00.0252	1	.8685
Mentally Disabled	12	10	16.4506	1	.0002
Physically Disabled	26	27	00.5895	1	.5508

TABLE 6 (cont'd)

BY (Cont'd)	n	%	x2	df	p
Victims	65	20	04.7736	1	.0273
Civil	17	29	00.9311	1	.6637
Infirm	05	22	00.1781	1	.6768
Artists	20	51	16.4793	1	.0002
Artisans	16	26	00.1744	1	.6799
Ethnocultural	34	32	04.5331	1	.0314
Religious	74	24	00.0085	1	.9237
FOR					
Male Adults	78	26	01.5058	1	.2176
Female	76	34	19.6668	1	.0001
Mix Adults	69	26	01.2570	1	.2614
Elderly	40	27	01.1237	1	.2893
Youth	39	18	05.5643	1	.0715
Athletes	16	15	06.4951	1	.0106
Social Worker	51	22	00.4417	1	.5137
Human r d w	20	16	04.7383	1	.0279
Bus Persons	17	17	02.8374	1	.0884
Medical Prof.	91	24	00.0267	1	.8646
Farmers	86	26	01.0697	1	.3017
Environmental	20	20	01.0618	1	.3036
Underpriviledged	10	13	05.9376	1	.0143
Mentally Disabled	58	22	00.5743	1	.5447
Physically Disab.	45	23	00.3136	1	.5827
Victims	23	18	03.3252	1	.0649
Civil Crim.	10	14	03.9627	1	.0440
Infirm	59	20	05.2559	1	.0208
Artists	85	29	06.9549	1	.0084
Artisans	84	25	00.5754	1	.5452
Ethnocultural	65	28	02.8774	1	.0861
Religious	74	27	02.2762	1	.1276

TABLE 7

	n	%	x2	df	p
RECREATION	164	34			
Culture	78	49	22.7460	1	.0000
Human r d w	48	22	20.4728	1	.0001
Economic	12	13	20.7365	1	.0001
S S/Welfare	15	10	48.0055	1	.0000
Health	19	15	24.2736	1	.0000
OBJECTIVES					
Information	95	26	20.8683	1	.0001
Regulation	33	44	04.1189	1	.0400
Training	135	43	23.8105	1	.0000
Demonstration	108	57	66.4097	1	.0000
Planning	77	35	00.2916	1	.5962
Research	17	14	16.0910	1	.0002
Counselling	19	14	29.3023	1	.0000
Rehabilitation	06	08	24.3338	1	.0000
Assistance	58	28	04.2344	1	.0374
Advocacy	13	14	17.1090	1	.0002
ACTIVITIES					
Meetings	152	31	03.2198	1	.0693
Experiences	166	40	23.3514	1	.0000
Competitions	94	80	139.7489	1	.0000
Short Courses	91	28	06.9104	1	.0086
Fund Raising	78	39	03.4585	1	.0598
Publications	26	18	19.1998	1	.0001
BY					
Male Adults	142	38	06.7213	1	.0095
Female	140	37	05.8777	1	.0148
Mix Adults	145	35	00.9167	1	.6597
Elderly	99	38	04.5913	1	.0303
Youth	161	48	64.7040	1	.0000
Athletes	123	62	105.4273	1	.0000
Social Worker	75	40	05.4460	1	.0187
Human r d w	170	84	331.4704	1	.0000
Bus Persons	55	24	15.1964	1	.0003
Medical Prof.	23	18	15.8042	1	.0002
Farmers	25	16	27.3570	1	.0000
Environmental	23	19	12.6954	1	.0007
Underpriviledged	13	25	02.1956	1	.1347
Mentally Disabled	26	21	10.0093	1	.0020
Physically Disab.	47	49	11.9662	1	.0009
Victims	107	33	00.0334	1	.8492
Civil Crimina	12	21	04.8283	1	.0265
Infirm	07	30	00.1899	1	.6674
Artists	16	41	00.9974	1	.6813

TABLE 7 (cont'd)

	n	%	x2	df	p
Artisans	15	25	02.4978	1	.1102
Ethnocultural	33	31	00.3403	1	.5670
Religious	87	28	07.5185	1	.0063
FOR					
Male Adults	128	43	21.3876	1	.0000
Female Adults	104	47	26.8087	1	.0000
Mix Adults	89	34	00.0209	1	.8800
Elderly	40	27	03.3566	1	.0637
Youth	55	26	08.5335	1	.0039
Athletes	35	32	00.1859	1	.6705
Social Worker	60	26	07.9436	1	.0052
Human r d w	28	23	07.5043	1	.0064
Bus Persons	32	33	00.0545	1	.8106
Medical Prof.	121	31	01.6404	1	.1976
Farmers	126	37	04.7964	1	.0270
Environmental	68	68	62.7466	1	.0000
Underpriv.	16	21	06.4434	1	.0109
Mentally Disabled	75	29	04.0603	1	.0415
Physically Disab.	70	35	00.3097	1	.5850
Victims	24	19	15.9802	1	.0002
Civil Crim.	12	17	09.1287	1	.0030
Infirm	107	36	01.2227	1	.2683
Artists	109	37	02.7462	1	.0937
Artisans	119	36	01.3268	1	.2481
Ethnocultural	85	36	01.2100	1	.2708
Religious	130	47	39.4694	1	.0000

TABLE 8

ECONOMIC	n	%	x2	df	p
HUMAN R D	159	33			
GOALS					
Information	123	34	00.0618	1	.7994
Regulation	22	29	00.6183	1	.5621
Training	126	40	12.6985	1	.0007
Demonstration	48	25	07.2046	1	.0074
Planning	95	43	14.4145	1	.0004
Research	27	32	00.0708	1	.7864
Counselling	55	40	04.0454	1	.0418
Rehab.	27	36	00.3949	1	.5372
Assistance	59	28	03.1492	1	.0725
Advocacy	38	42	03.7768	1	.0492
ACTIVITIES					
Meetings	163	34	00.2580	1	.6179
Experiences	152	37	07.2052	1	.0074
Competitions	25	21	09.0187	1	.0031
Short Courses	126	39	10.8152	1	.0014
Fund Raising	56	28	03.8833	1	.0461
Publications	53	37	01.2352	1	.2657
BY					
Male Adults	130	34	00.6361	1	.5689
Female Adults	132	35	01.6670	1	.1939
Mexed Adults	135	32	00.2890	1	.5978
Elderly	83	32	00.1886	1	.6684
Youth	105	31	00.9800	1	.6768
Athletes	61	31	00.6210	1	.5631
S S/Workers	52	28	03.1762	1	.0713
Human RD	62	31	00.9148	1	.6592
Bus Persons	187	81	361.4862	1	.0000
Medical Prof	43	34	00.1077	1	.7421
Farmers	57	37	01.1789	1	.2773
Environmental	27	23	06.9353	1	.0085
Underpriv.	23	43	02.6174	1	.1019
Mentally Disabled	29	24	06.0299	1	.0136
Physically Disab.	27	28	01.3468	1	.2444
Victims	118	37	03.2696	1	.0672
Civil Crim.	29	50	07.9457	1	.0051
Infirm	11	48	02.1562	1	.1383
Artists	16	41	01.0826	1	.2987
Artisans	22	36	00.2408	1	.6297
Ethnocultural	53	50	15.9869	1	.0002
Religious	112	36	02.3467	1	.1217

TABLE 8 (cont'd)

	n	%	x2	df	p
FOR					
Mixed Adults	44	17	01.6403	1	.1976
Elderly	34	23	01.9413	1	.1601
Youth	49	23	02.9698	1	.0812
Athletes	34	31	11.6720	1	.0010
S S/Workers	49	21	01.3132	1	.2506
Human R D W	18	15	01.9295	1	.1614
Bus Person	16	16	00.6585	1	.5772
Medical Prof	75	19	00.1308	1	.7186
Farmers	53	16	04.8583	1	.0260
Environmental	15	15	01.3986	1	.2353
Underpriv.	18	23	00.9341	1	.6645
Mentally Disabled	59	23	03.6434	1	.0534
Physically Disab.	55	28	13.0786	1	.0006
Victims	28	22	00.6710	1	.5818
Civil Crim	10	14	01.2204	1	.2687
Infirm	61	21	00.9333	1	.6643
Artists	61	21	00.8455	1	.6392
Artisans	63	19	00.0337	1	.8488
Ethnocultural	41	17	00.6377	1	.5695
Religious	47	17	01.2696	1	.2589

TABLE 9

	n	%	x2	df	p
ECONOMIC	64	13			
OBJECTIVES					
Information	71	19	19.9370	1	.0001
Regulation	07	09	01.7697	1	.1803
Training	22	07	24.1462	1	.0000
Demonstration	19	10	03.4829	1	.0589
Planning	51	23	22.7173	1	.0000
Research	17	20	02.8785	1	.0861
Counselling	18	13	00.1222	1	.7271
Rehab.	01	01	11.6923	1	.0010
Assistance	31	15	00.2155	1	.6478
Advocacy	22	24	09.0560	1	.0031
ACTIVITIES					
Meetings	78	16	07.1706	1	.0075
Experiences	57	14	00.0154	1	.8967
Competitions	09	08	04.9376	1	.0249
Short Courses	47	15	00.2932	1	.5952
Fund Raising	18	09	06.3007	1	.0118
Publications	21	15	00.0697	1	.7880
BY					
Male Adults	54	14	00.1044	1	.7456
Female Adults	38	10	10.3088	1	.0018
Mixed Adults	57	14	00.0719	1	.7850
Elderly	27	10	04.3318	1	.0353
Youth	28	08	17.5042	1	.0001
Athletes	19	09	04.4699	1	.0326
S S/Workers	13	07	10.6661	1	.0015
Human R D W	18	09	06.4526	1	.0109
Bus Person	41	18	04.0326	1	.0422
Medica	72	58	242.3452	1	.0000
Farmers	17	11	01.6319	1	.1988
Environmental	10	08	03.8524	1	.0470
Underpriv.	03	06	03.7893	1	.0488
Mentally Disabled	12	10	02.3114	1	.1246
Physically Disab.	11	11	00.7266	1	.6013
Victims	46	14	00.0579	1	.8052
Civil Crim.	09	16	00.0849	1	.7682
Infirm	03	13	00.1620	1	.6903
Artists	05	13	00.1635	1	.6890
Artisans	08	13	00.1208	1	.7285
Ethnocultural	11	10	01.5326	1	.2134

TABLE 9 (cont'd)

	n	%	x2	df	p
Religious	54	17	05.8184	1	.0153
FOR					
Male Adults	26	09	12.5080	1	.0007
Female Adults	28	13	00.5450	1	.5326
Mixed Adults	48	18	06.4680	1	.0108
Elderly	23	16	00.4006	1	.5342
Youth	23	11	02.7969	1	.0907
Athletes	07	06	06.6948	1	.0096
S S/Workers	31	14	00.0586	1	.8042
Human R D W	26	21	06.4333	1	.0010
Bus Person	21	21	05.0172	1	.0238
Medical Prof	52	16	03.6039	1	.0547
Farmers	55	16	03.2242	1	.0692
Environmental	15	15	00.0817	1	.7722
Underpriv.	07	09	01.9921	1	.1546
Mentally Disabled	38	15	00.1591	1	.6928
Physically Disab.	18	09	06.0015	1	.0138
Victims	20	16	00.2734	1	.6077
Civil Crim.	11	16	00.1837	1	.6723
Infirm	42	14	00.0135	1	.9036
Artists	30	10	06.4898	1	.0107
Artisans	47	14	00.0168	1	.8924
Ethnocultural	28	12	01.3131	1	.2507
Religious	26	09	08.1192	1	.0047
S S/Workers	113	24			

TABLE 10

SOCIAL SERVICE/WELFARE

	n	%	x2	df	p
GOALS					
Culture	10	06	31.7921	1	.0000
Recreation	15	07	48.0055	1	.0000
Human R D	55	25	01.0619	1	.3035
Economic	07	08	14.2921	1	.0004
OBJECTIVES					
Information	69	19	06.3484	1	.0115
Regulation	08	11	07.1227	1	.0077
Training	53	17	11.0102	1	.0013
Demonstration	20	11	21.6873	1	.0000
Planning	35	16	08.5047	1	.0040
Research	12	14	03.9510	1	.0443
Counselling	60	44	45.3521	1	.0000
Rehab.	45	61	69.0877	1	.0000
Assistance	78	38	38.8242	1	.0000
Advocacy	35	39	15.6345	1	
ACTIVITIES					
Meetings	106	22	00.3301	1	.5729
Experiences	94	23	00.1062	1	.7437
Competitions	08	07	20.3432	1	.0001
Short Courses	62	19	03.4375	1	.0606
Fund Raising	64	32	13.8982	1	.0004
Publications	37	26	01.1318	1	.2875
BY					
Mixed Adults	93	22	00.0275	1	.8628
Elderly	75	29	10.3862	1	.0017
Youth	68	20	01.8602	1	.1693
Athletes	29	15	09.8305	1	.0022
S S/Workers	32	17	04.2450	1	.0372
Human R D W	27	13	14.3065	1	.0004
Bus Person	59	25	01.7328	1	.1851
Medical Prof	25	20	00.6212	1	.5632
Farmers	121	78	356.5789	1	.0000
Environmental	31	26	01.0977	1	.2952
Underpriv.	17	32	02.7885	1	.0912
Mentally Disabled	17	14	06.4920	1	.0107
Physically Disab.	22	23	00.0180	1	.8885
Victims	74	23	00.0716	1	.7854
Civil Crim	16	28	00.8284	1	.6340

TABLE 10 (cont'd)

	n	%	x2	df	p
Infirm	08	35	01.7558	1	.1821
Artists	04	10	03.9569	1	.0441
Artisans	10	16	01.6299	1	.1990
Ethnocultural	24	23	00.0139	1	.9022
Religious	65	21	00.7837	1	.6201
FOR					
Mixed Adults	50	19	03.2055	1	.0700
Elderly	33	22	00.0136	1	.9032
Youth	74	35	26.2334	1	.0000
Athletes	40	36	14.2118	1	.0004
S S/Workers	80	35	31.3638	1	.0000
Human R D W	40	33	08.8461	1	.0034
Bus Person	23	23	00.0549	1	.8099
Medical Prof	92	24	01.0597	1	.3041
Farmers	78	23	00.1775	1	.6773
Environmental	08	08	14.5605	1	.0004
Underpriv.	30	39	13.1190	1	.0006
Mentally Disabled	58	22	00.0191	1	.8851
Physically Disab.	70	35	25.4358	1	.0000
Victims	42	33	09.0749	1	.0030
Civil Crim	22	32	03.6582	1	.0529
Infirm	85	28	10.6596	1	.0015
Artists	78	26	04.5389	1	.0313
Artisans	74	22	00.700	1	.7876
Ethnocultural	70	30	10.9921	1	.0013
Religious	57	21	00.9370	1	.6653

TABLE 11

	n	%	x2	df	p
HEALTH	93	20			
GOALS					
Culture	03	02	40.3368	1	.0000
Recreation	19	09	24.2736	1	.0000
Human R D	21	10	19.7104	1	.0001
Economic	06	06	11.5543	1	.0011
S S/Welfare	40	27	07.0977	1	.0078
OBJECTIVES					
Research	24	29	05.3576	1	.0196
Counselling	35	26	04.7820	1	.0272
Rehab.	34	46	38.1663	1	.0000
Assistance	45	22	01.2739	1	.2581
Advocacy	15	17	00.4816	1	.5049
ACTIVITIES					
Meetings	90	19	00.2098	1	.6520
Experiences	59	14	15.1455	1	.0003
Competitions	17	15	02.0321	1	.1504
Short Courses	73	23	05.6753	1	.0165
Fund Raising	48	24	04.0952	1	.0406
Publications	31	22	00.7590	1	.6121
BY					
Mixed Adults	84	20	00.9187	1	.6602
Elderly	46	18	00.4285	1	.5201
Youth	58	17	01.3113	1	.2510
Athletes	35	18	00.3358	1	.5696
S S/Workers	20	11	11.7091	1	.0010
Human R D W	23	11	11.4399	1	.0011
Bus Person	32	14	06.4633	1	.0108
Medical Prof	25	20	00.0782	1	.7767
Farmers	34	22	01.0304	1	.3111
Environmental	95	81	349.4670	1	.0000
Underpriv.	05	09	03.8326	1	.0476
Mentally Disabled	12	10	08.5093	1	.0039
Physically Disab.	21	22	00.5095	1	.5174
Victims	68	21	01.6497	1	.1963
Civil Crim	04	07	06.5492	1	.0103
Infirm	03	13	00.8611	1	.6438
Artists	03	08	03.9322	1	.0448
Artisans	09	15	00.9843	1	.6779
Ethnocultural	11	10	06.4362	1	.0110
Religious	51	16	02.5417	1	.1070

	n	%	x2	df	p
FOR					
Male Adults	117	39	08.7869	1	.0035
Female Adults	65	29	02.2680	1	.1283
Mixed Adults	105	40	08.6657	1	.0037
Elderly	55	37	01.5232	1	.2149
Youth	84	39	05.2835	1	.0205
Athletes	40	36	00.5932	1	.5523
S S/Workers	73	32	00.2104	1	.6516
Human R D W	59	48	15.4576	1	.0003
Bus Person	30	31	00.3749	1	.5478
Medical Prof	133	35	00.8343	1	.6358
Farmers	125	37	04.8257	1	.0265
Environmental	25	25	03.6273	1	.0539
Underpriv.	34	44	04.6442	1	.0294
Mentally Disabled	109	42	14.8172	1	.0003
Physically Disab.	60	30	01.3012	1	.2529
Victims	55	43	06.4188	1	.0111
Civil Crim.	23	33	00.0169	1	.8918
Infirm	106	35	01.1917	1	.2746
Artists	104	35	00.9631	1	.6723
Artisans	112	33	00.0340	1	.8479
Ethnocultural	83	35	00.7746	1	.6172
Religious	92	33	00.0146	1	.8997

Not for Mailing!

A V A - SIX

ATLANTIC VOLUNTARY ASSOCIATIONS
SYSTEM OF INFORMATION EXCHANGE

BEST COPY AVAILABLE

(FOR OFFICE USE ONLY) (05) (14) ( ) ( ) ( )

ORGANIZATION DATA: NAME/STREET/CITY/PROV./PC

PHONE: (___) ___-____. DOES YOUR GROUP EMPLOY PROFESSIONALS? ___

PERSONNEL DATA: PHONE/NAME OF CONTACT PERSON/OFFICE HELD

(___) ___-____

PURPOSES & OBJECTIVES: DESCRIBE THE PURPOSE OF YOUR GROUP

ACTIVITIES: DESCRIBE CURRENT ACTIVITIES & PLANS FOR NEXT YEAR

YEAR OF FOUNDING ____

PARENT ORGANIZATION:

AFFILIATIONS LIST:

BEST COPY AVAILABLE

U

ST. FRANCIS XAVIER UNIVERSITY
DEPARTMENT OF ADULT EDUCATION

ATLANTIC VOLUNTARY ASSOCIATIONS
INVENTORY OF LEARNING ACTIVITIES
1979

----------> Check here ( ) if O K
or correct below

ORGANIZATIONAL DATA

NAME: _____

STREET: _____ P.O. BOX _____

CITY _____ POSTAL CODE _____

PERSONNEL DATA

NAME: _____ AID PROFESSIONAL: Yes (✓) No ( )

NAME OF CONTACT: _____

OBJECTIVES OF THE ASSOCIATION: (50 words or less) or (send your brochure)

_____

_____

_____

_____

_____

YEAR OF FOUNDING: _____

PROGRAMS: (Events, activities and experiences planned for 1979 in 35 words or less) or (send your brochure)

The V.O Division is in the process of re-structuring existing branches and establishing new branches. Activities exclude public education and information, patient self-help groups, board trainings like Medical Advisory Board assist with public forums on various community issues.

INTERNATIONAL YEAR OF THE CHILD: (Special programs)

_____

_____

_____

ATLANTIC CANADA

PRIVATE AND NON-PROFIT

COMMUNITY AND HUMAN RESOURCE DEVELOPMENT ORGANIZATIONS

1980 INVENTORY

CHECK HERE IF CORRECT: ( )

_____

OR PLEASE CORRECT HERE: Organization Name _____

Street, Box _____

Town, Province, Postal Code _____

_____

NAME OF CONTACT PERSON: _____

TITLE: _____ TELEPHONE: _____

* *

IN ORDER TO PROVIDE US WITH A DESCRIPTION OF YOUR ORGANIZATION PLEASE COMPLETE THE FOLLOWING CHECK LIST:

CHECK THE TWO MOST DESCRIPTIVE OF YOUR ORGANIZATION

Cultural development	( )	01
Recreation	( )	02
Human Resource Devel.	( )	03
Economic Development	( )	04
Social Service/Welfare	( )	05
Health	( )	06
International Devel.	( )	07
Other: _____	( )	08

CHECK THE ONE MOST SIMILAR TO YOUR ORGANIZATION

Informal Group	( )	09
Association, Society	( )	10
Federation, Council	( )	11
Department, Commission	( )	12
Project	( )	13
Other: _____	( )	14

CHECK ONLY IF APPROPRIATE TO YOUR ORGANIZATION

Centre, Institute, Bureau ( ) 15

CHECK THE THREE MOST IMPORTANT TO YOUR ORGANIZATION

Information Dissemination	( )	16
Regulation, Certification	( )	17
Training, Teaching, Facilitation	( )	18
Demonstration, Performance, Exhibit	( )	19
Planning, Coordination, Evaluation	( )	20
Research	( )	21
Counselling, Advisement	( )	22
Rehabilitation	( )	23
Assistance	( )	24
Advocacy	( )	25
Other: _____	( )	26

CHECK THE THREE MOST IMPORTANT TO YOUR ORGANIZATION

Meetings (local, regional)	( )	27
Activities, experiences	( )	28
Competitions, tournaments	( )	29
Examinations	( )	30
Short Courses, Workshops, Seminars & Clinics	( )	31
Fund Raising, Distribution	( )	32
Publications	( )	33
Other: _____	( )	34

PLEASE TURN OVER

CHECK ALL THE WORDS THAT DESCRIBE YOUR MEMBERSHIP AND THOSE THAT BENEFIT FROM YOUR SERVICE:

	MEMBERSHIP	BENEFIT
Male Adults	( ) 35	( ) 58
Femal Adults	( ) 36	( ) 59
Mixed Adults	( ) 37	( ) 60
Elderly	( ) 38	( ) 61
Youth	( ) 39	( ) 62
Athletes, campers, sportsmen, Recreationists, etc.	( ) 40	( ) 63
Social, public, community service workers	( ) 41	( ) 64
Human resource development workers	( ) 42	( ) 65
Business persons	( ) 43	( ) 66
Medical, legal, technological, professionals	( ) 44	( ) 67
Farmers, fishermen, loggers, industrial, primary producers	( ) 45	( ) 68
Environmentalists, naturalists, ecologists	( ) 46	( ) 69
Underpriviledged, needy	( ) 47	( ) 70
Mentally disabled	( ) 48	( ) 71
Physically disabled	( ) 49	( ) 72
Victims	( ) 50	( ) 73
Civil, criminal offenders	( ) 51	( ) 74
Infirm	( ) 52	( ) 75
Artists, writers, performers	( ) 53	( ) 76
Artisans, craftsmen, technicians, tradesmen	( ) 54	( ) 77
Native, Black, ethnic minority, multicultural, Ethnoculturists	( ) 55	( ) 78
Religious persons	( ) 56	( ) 79
Other: _____	( ) 57	( ) 80

AGAIN THANKS, AND DON"T FORGET TO INCLUDE ANY BROCHURES, PAMPHLETS OR NEWSLETTERS WHICH CAN BE PLACED IN OUR LIBRARY.